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ABSTRACT

Intended to provide for the reader a new road to study India, the booklet encourages students to experience the languages of India as an avenue to learning something about its people. The workbook introduces the reader to the languages of India; shows through activities and research the contributions of Indian languages to English; and provides a simulation to elicit discussion about the challenges and advantages of multilingualism in one country. Activities include: listing Indian words used in the English vocabulary, using a dictionary to define Indian words, learning to write numbers in Hindi and students' names in Devanagri Script, counting and singing in Hindi, learning titles of members in the extended family and names of clothing, and reciting poems written in Hindi. (ERB)

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Experiencing Indian Languages

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Associated Colleges of the Midwest

Urban Education Program

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Limited Printing

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INTRODUCTION

What's in a word? Culture, meaning and history. Words from India teach much about the country itself. To experience the languages of India is to learn something about its people. This booklet is intended to provide for the reader a new road to the study of India. In many ways this road leads right back home - since the contributions of Indian languages to our own are immense.

The following presentation is intended to be a working manual that has three primary purposes:

1) To introduce the reader to the languages of India;

2) To show through activities and research the contributions of Indian languages to English; and

3) To provide a simulation the purpose of which is to elicit discussion about the challenges and advantages of multilingualism in one country.

We would encourage you to use this booklet as just a beginning to exploring the languages of India. We suggest that in going through the exercises a separate Words From India book be constructed and maintained. We are sure it will grow as will your vocabulary and understanding of a truly unique land.

TOPIC LANGUAGES

BACKGROUND INTRODUCTION TO INDIAN LANGUAGES

One of the many remarkable phenomena of India as a nation is the diversity of languages represented by its people. Some tallies indicate that there are upwards of 200 languages and dialects. Of those, the following are usually recognized as official: Assamese, Bengali, Gujarati, Hindi, Kannada, Kashmiri, Malayalam, Marathi, Oriya, Punjabi, Sindhi, Tamil, Telegu, and Urdu.

Lest it be thought that these are minor languages, it is amazing to note that two of these fourteen (Hindi and Bengali) have been cited among the top ten languages of the world with the most speakers (209 million and 123 million respectively).

While Sanskrit (the root of some of these languages and itself the classical language of India) is considered an official language as well by the government, it is spoken today by fewer than 3000 people. Rajasthani (not a single language, but a group of dialects sometimes referred to as the Rajput dialects) is also included by some scholars in the list of major languages in the country.

The evolution of all these languages is an integral part of the complex history of this subcontinent, a reflection of the movement and intermingling of its peoples and traditions over a long period of time. Scholars today generally categorize India's languages into four main groups:

Dravidian (the languages spoken in southern India)

Indo-Aryan (northern India languages)

Sino-Tibetan (northeast region languages)

Austro-Asiatic (central and east India pocket groups, sometimes called Munda languages)

The first two of these groups constitute the majority of languages spoken.

It is believed that the Dravidians were the early dwellers in India and that they were gradually pushed south by invaders

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THE SUBCONTINENT OF INDIA

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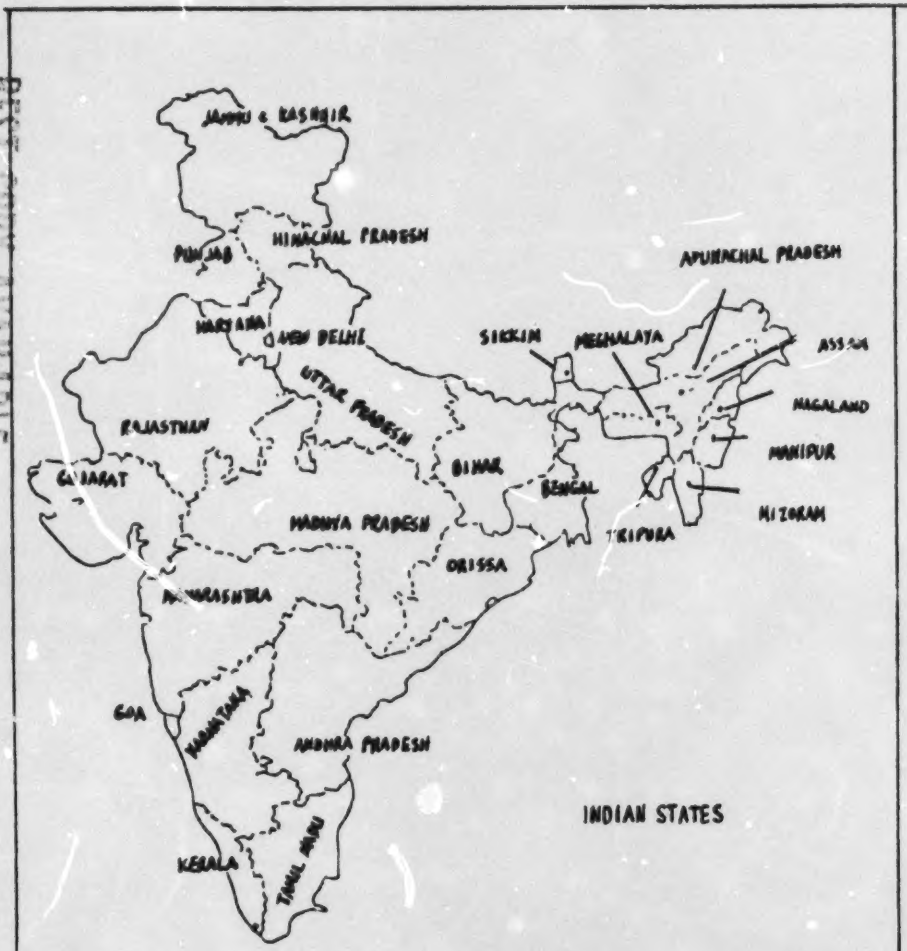

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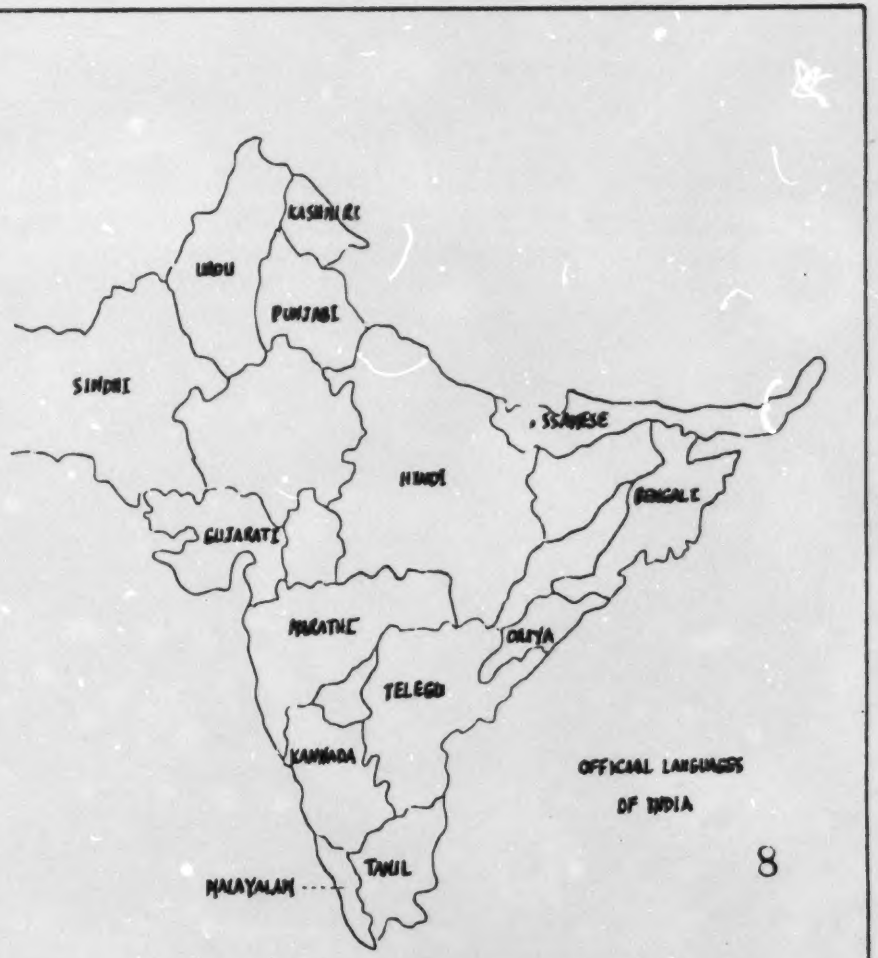

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from the north. Aryans moving into the country from the northwest brought with them the Sanskrit influence, a major element in the Indo-Aryan languages in the northern regions of the country today. The Sino-Tibetan languages are those spoken primarily along the northeast border regions, and the Asiatic languages are found in the central and eastern sections, mainly spoken by tribal groups.

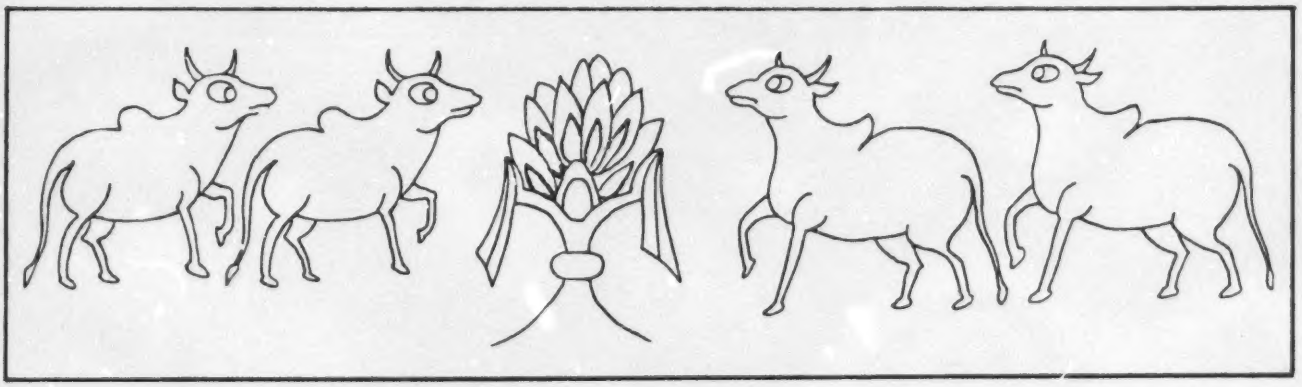
Within each group there are some commonalities and sometimes similar or identical scripts. Hindi and Urdu, for example, are spoken on the street almost identically. Their literature and literary vocabularies, however, are very different. Hindi is written in Devanagari script and Urdu is written in an Arabic script. Thus, an Urdu speaker and a Hindi speaker could chat together as neighbors, but they could not write letters to each other because Devanagari and Arabic scripts are vastly different. Other languages may use the same script but have different vocabularies.

In addition to all of these long-standing language traditions, the British brought English during their colonial rule of India. Due to the long period of British influence, English is widely spoken by many, though certainly not all, Indians in many parts of the country.

At the time of independence it was intended that eventually Hindi become the official common language throughout the country. Some controversy arose over this ruling and today, though Hindi is the official language, English has been retained as an auxiliary common language. It is not unusual that children in schools experience learning in at least two, sometimes three languages: their own native regional language or dialect, Hindi and English.

Linguistic diversity, then, is the rule rather than the exception in India. It is interesting to consider the challenge and opportunities this fact presents to a country as large and vital as India. In what ways must the political, economic, industrial and social communications networks be affected by this multilingualism?

One connection between the political arena and language, for example, can be seen by comparing the two maps. It has been a tradition in India for people to be known by the language they speak. Thus, a person from Gujarat state will most likely speak Gujarati. Punjabi is spoken in the Punjab. Bengali is spoken in Bengal and in neighboring Bangladesh. In Hindi, "desh" means country or region. Bangladesh is the country or location of the Bengali speakers. Of course, it is not that simple. State lines were roughly drawn according to language groupings, but in some areas more than one language was spoken by large numbers of people. This made it difficult to draw official lines and just as difficult to say that a certain language would be the official language of that area. People were willing to fight over those decisions.



TOPIC LANGUAGES

BACKGROUND ENGLISH WORDS FROM INDIA

Published in 1886, Hobson Jobson: A Glossary of Colloquial Anglo-Indian Words and Phrases and of Kindred Terms, Etymological, Historical, Geographical and Discursive is a potpourri of Indian words that have found their way into the English language. As the title might suggest Hobson Jobson was creatively constructed and filled to the brim with trivia. Having endured three editions with only slight revisions, it is accepted as a unique mixture of reference and pleasurable reading.

As Yule and Burnell, the Hobson Jobson authors,indicated, many of the words we use have their origins in words used in various regions of India. Exchange of vocabulary occurred especially through trade with Asian and European countries as well as by way of missionaries.

One very familiar word and phrase is listed under the "d" division of Hobson Jobson, the word "dam". A "dam" was a small copper coin which was worth the unbelievable sum of 1/40th of a rupee. Yule and Burnell claim the phrase "I don't give a damn" originally referred to this practically worthless coin.

Some additional Anglo-Indian words are listed here:

AMOK	CALICO	DINGHY	JUTE	POLO	SWAMI
BAMBOO	CASHMERE	DUNGAREES	KARMA	PUNDIT	TANK
BANDANA	CHEETAH	GINGHAM	LOOT	RAJAH	TEAK
BANGLE	CHINTZ	GUNNY	MADRAS	SHAMPOO	TYPHOON
BAZAAR	CHUTNEY	GURU	MONSOON	SHAWL	YOGA
BUNGALOW					

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TOPIC LANGUAGES

ACTIVITIES

ENGLISH WORDS FROM INDIA

1) GETTING TO THE BOTTOM OF THINGS

a. Research the words listed above showing the etymology, the spelling of the word in its Indian language, and the original meaning of the word.

Example: bandana (Hindi badhnu, a variegated-color dyeing process involving tying the cloth in knots; cloth so dyed)

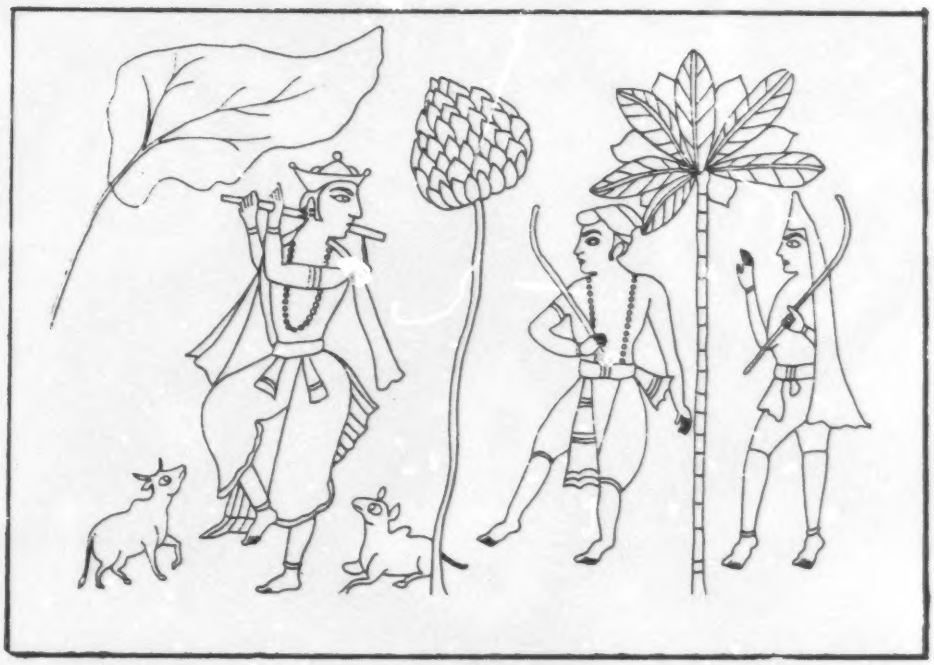
b. Take the words listed above and put them into categories (e.g. food, clothing or fabric, people, objects, furniture, verbs and adjectives).

What inferences can be made about the Indian words that are used in the English language?

c. Make up analogies using the Anglo-Indian words.

Examples: Pundit is to knowledge as craftsperson is to trade.

Loot is to stealing as catch is to fishing.



2) GETTING IT STRAIGHT

There are several words and compound words we use that are derived from the root word "Hind". These words are:

Hindi	Hinduize
Hindu	Hindu Kush
Hinduism	Hindustan
Hindustani	

Try to figure out which of these words goes with each of the definitions below. Check your answers by consulting a dictionary and/or encyclopedia.

a. _____ Geographic term. Area between the Himalayas in the north and the Deccan plateau in the south.

b. _____ The official language of India.

c. _____ A subfamily of the Indo-European language system. Includes Hindi and Urdu as well as the dialects of northern India.

d. _____ A person who practices Hinduism.

e. _____ Second highest mountain system in the world.

f. _____ To bring into conformity with Hinduism.

g. _____ One of the world's oldest religions. It has no founder.

3) NOT IN EVERYONE'S LEXICON

In addition to the more familiar Indian words used in English there are several words that are not used as frequently. Some of these words appear below. Next to the word is written the origin of the word then the original meaning of the word in its respective language. Below this list you can find the current English language definition of these words. See if you can match the words from India with the definitions below.

a. ghat (Hindi) ghaut	landing place on the bank of a river or mountain pass
b. begum (Hindi) begam	Muslim queen or princess
c. dacoit (Hindi) dakait	class of criminal, an attacker
d. tulwar (Hindi) talwar	curved weapon used in Northern India
e. chit (Hindi) citthi	letter or note
f. catamarran (Tamil) kattumaram	"tie" plus "log"
g. cheeroot (Tamil) churutta	roll
h. cowrie (Hindi) kauri	shell of the gastropod
i. tussah (Hindi Sanskrit)	silkworm that is the larva of a moth
j. pariah (Tamil) paraiyan	drummer
k. purdah (Hindi-Persian)	curtain or screen
l. tonga (Hindi)	two-wheeled carriage

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1. _____	saber
2. _____	outcast
3. _____	robber
4. _____	boat with two hulls
5. _____	mountain pass
6. _____	memorandum
7. _____	cigar with both ends cut square
8. _____	practice of secluding women from the public
9. _____	Anglo-Indian princess

10.

10. _____ former currency used in parts of Asia and Africa

11. _____ Oriental silkworm

12. _____ light two-wheeled vehicle for two or four persons drawn by a horse

4) HOW DO YOU SEE IT?

This is a word game which can be played by three or more people. Draw one word from the list below. Each person in the group tries to draw what this object might look like without first looking up the definition. After a few minutes for a quick sketch, each person shows their drawing. Everyone in the group votes for the drawing which is probably the closest to the actual meaning of the word. One group member (or a referee if you wish to have one) looks up the meaning of the word in an unabridged dictionary. Players get a point for either having the correct idea of the meaning of the word represented in their own drawing or voting for a drawing which correctly represents the meaning of the word. If there are any disputes, the referee can settle whether or not points will be awarded.

WORDS YOU CAN SEE

TOPI

SITAR

MAHOUT

RANI

JUGGERNAUT

BANYAN

After the correct definition is known, each person can draw a picture of the actual object for their own Words From India book (see beginning of this packet).

5) SOME HEAVY DUTY SANSKRIT WORDS

Contributions from the Sanskrit language to English have been very extensive. Sanskrit is still considered the classical language of India even though few people read or speak it. The word Sanskrit itself means "put together perfectly." Listed are eight Sanskrit words that are used today. All of the words have spiritual connotations.

dharma	mahatma	nirvana	sutra
karma	mantra	stupa	swastika

Using an encyclopedia, dictionary or other resource book see if you can respond to the directions or questions below regarding the meaning of the words above. Record the information in your Words From India book.

a) Why was Gandhi referred to as the "Mahatma"?

b) Illustrate the Buddhist "stupas."

c) Give the Buddhist or Hindu definition for "nirvana." Does your source give the current western definition? What is it?

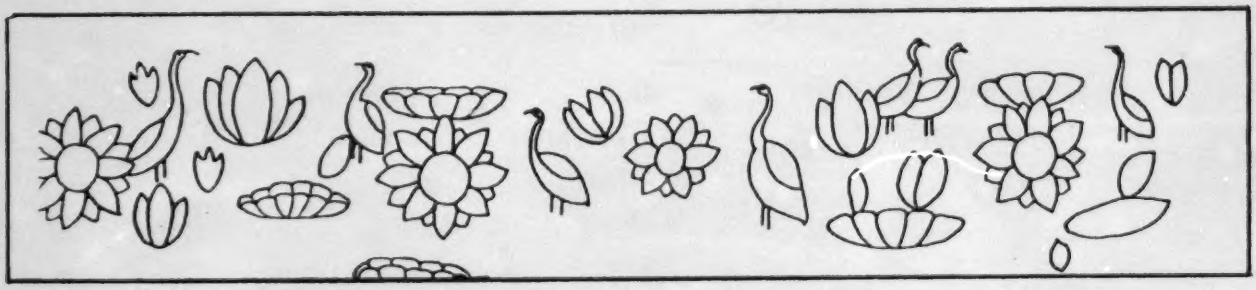
d) Which of the above words is a symbol which means "well being"? Why was this symbol misconstrued and used by the Nazis as an emblem of anti-Semitism?

e) Name a Buddhist or Hindu "dharma."

f) What is meant by having the right "karma"?

g) The word "sutra" has a different meaning in the Hindu and Buddhist religions. What is its meaning in each of these religions?

h) Originally a "mantra" was a hymn or prayer. Today it has a different meaning. What is it?



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6) WHAT'S THE TRUTH?

Often the true meaning of a word and/or its origin is lost or changed with time. This has been true of three words that have found their way into English usage: juggernaut, chess and the term Aryan.

Originally the word "Aryan" was used to describe the basis of a group of languages. Today this system of languages is referred to as Indo-European languages. A German, Max Muller, popularized the term when he wrote of the original Aryan language and the Aryan race. This race he considered to be an Asian people of fair-skin. Later he denounced his own theory.

Several decades later, another German, Adolf Hitler, picked up on Muller's original idea and incorrectly used it to back his unrealistic theory of creating a pure race of people. The whole notion of Hitler's theory was nonsense. Not only did he disregard Muller's rejection of his own theory but even changed it considerably. Hitler's revision stated that the Aryan people came from the heart of Europe and not from their ancestral home near the Caspian Sea.

The word "Aryan" in Sanskrit means "noble." Unfortunately the term has become a negative one due to Hitler's inhumane and selfish notions regarding the future of humankind.

Another Sanskrit word, "chaturanga" or "chess" also has an often misrepresented origin. Many people believe that the game originated during Medieval days in Europe. Others believe it came to Europe via the Persians, Egyptians or even Chinese. The truth is that "chaturanga" means "army" and is a sixth-century Indian game that

involved chariots, cavalry, infantry and elephants.

The last word, "juggernaut" today refers to any large destructive or overpowering force. The source of the current meaning goes back in history to a celebration honoring a Hindu deity, Jagannath. Once a year this god is honored by having its statue placed on a massive cart and pushed from its permanent temple to a nearby temple. The cart is pushed by pious worshippers. When Europeans first encountered this festival, it seems that several worshippers were accidently crushed by the wheels of the cart. Hence rumor had it that the festival was a sacrifice for the god.

Now that the record has been cleared try to find out additional information about the following:

a) Read about Arthur Gobineau and his theory about the "rightful heirs of Aryanism." Did this theory influence Muller and Hitler? Why is the theory of a pure-blooded race unrealistic?

b) How has the Western game of chess been adapted from the Indian game? What pieces have replaced the Indian ones?

c) Research more information on the word "juggernaut." Why is it that war machines are referred to by this term?

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TOPIC LANGUAGES

ACTIVITIES

WORKING WITH LANGUAGES OF INDIA

1) COUNTING UP THE RUPEES

Similarly to language, numbers can be written in different ways in India. Below you will find numbers from 1 to 10 in two Indian languages, Hindi and Tamil. Try practicing one or both of these systems. Then answer the math problems below. You might even want to write some additional problems to challenge other students in your class.

Hindi numbers used in North India:

१ २ ३ ४ ५ ६ ७ ८ ९ १०

Tamil numbers used in South India:

க உ ங ச ரு ஷ ன அ ஈ கo

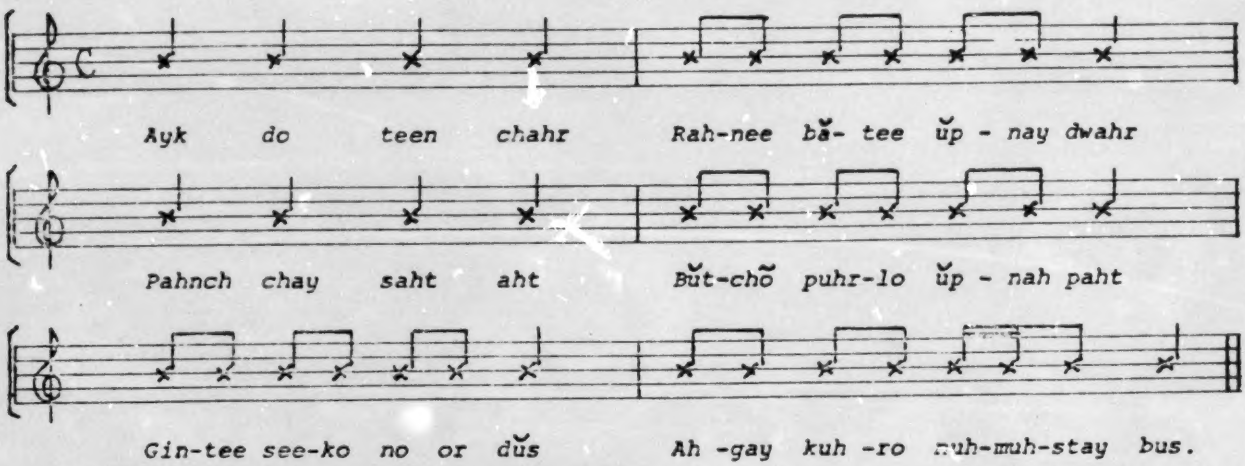
३ + ८	ङन − ककच	५ × ३ =	ஷ × ரு =
க + ச	ஙJ + அ =	உச ÷ ஷ =	எரு + ருo	கo × ங =

2) COUNTING

Counting is always fun and children chant their numbers as they learn them. Rani means "queen" in Hindi. This rani is counting and teaching children.

Namastay is a warm word of salutation used both for hello and good-bye. When people so greet or part from one another in India, they often bring their palms together and slightly bow their heads in respect to the other person.

Try your hand at this Hindi counting chant. Phonetic spelling is given together with the rhythm of the words to approximate the correct sound of the chant. Underneath the chant you can find the poem in Hindi script and a loose translation.


Ayk do teen chahr Rah-nee bă- tee ŭp - nay dwahr
Pahnch chay saht aht Bŭt-chõ puhr-lo ŭp - nah paht
Gin-tee see-ko no or dŭs Ah -gay kuh -ro muh-muh-stay bus.

HINDI SCRIPT

एक दो तीन चार
रानी बैठी अपने द्वार
पाँच छः सात आठ
बच्चों पढ़ लो अपना पाठ
गिनती सीखो नौ और दस
आगे करो नमस्ते बस

TRANSLATION

One, two, three, four
Rani sits beside her door
Five, six, seven, eight
Study hard, get it straight
Counting, learning, nine and ten
Namastay, come again.

3) CHACHAJI IS MY FAVORITE THING

The extended family is an extremely important part of a child's life in India. Relationships are clearly reflected in the respective titles given each person in the family. For example, in Hindi

Your MOTHER . . . . . you would call	MA
FATHER	BAPU or PITHA
SISTER	BAHIN (beh-hin)
BROTHER	BHAI (bhah-ee)
MOTHER'S FATHER	NANA (nah-nah)
MOTHER'S MOTHER	NANI (nah-nee)
FATHER'S FATHER	DADA (dah-dah) or BABA (bah-bah)
FATHER'S MOTHER	DADI
MOTHER'S OLDER (OR YOUNGER) BROTHER	MAMA
FATHER'S OLDER BROTHER	TAU (tah-oo)
FATHER'S YOUNGER BROTHER	CHACHA (chah-chah)
FATHER'S OLDER SISTER	PHUPI (poo-pee)
FATHER'S YOUNGER SISTER	BUA (boo-ah)
MOTHER'S OLDER (OR YOUNGER) SISTER	MAUSI
MOTHER'S OLDER SISTER'S HUSBAND	JEEJA
MOTHER'S YOUNGER SISTER'S HUSBAND	BAHANUI
OLDER SISTER	DIDI (dee-dee)
BROTHER'S WIFE	BHABI (bhah-bee)

Whenever you would address one of these relatives, especially an older relative, you would add the syllable ji, a term of respect. Thus, NANA would be addressed as NANAJI (nah-nah-jee).

CHACHA is for many children a favorite relative because he is often not much older than the children. BHABI is also often a favorite, being your brother's wife and a relative who in many cases lives at home with you.

1. List titles of the relatives in your family according to this system. For your favorites or those with whom you have a special relationship, add the ending ji. Write them a note or letter beginning with Dear Chachaji (for example), in which letter you explain how Indian children who speak Hindi address their close relatives.

2. Consult dictionaries in several other languages and make a list of the words used for family relations such as these. Do you find any similarities?

3. Other cultures have a custom similar to this one of adding the suffix ji to a name. Mexican people will often add ita once or several times to the end of a name or word to give it special significance, e.g. Mamacita. What practices are common in your language in addressing people with special closeness or importance? For example, little children's names are often in English given more child-likeness by adding y (Bobby, Patty). List as many such customs as you can think of which are signs of endearment in family or friend relationships.

4) CHINNA MAMA

Below is a folk song in Tamil. The story has some similarity to the English rhyme of four and twenty blackbirds. Below the Romanized version of the script is a phonetic spelling.

Tamil

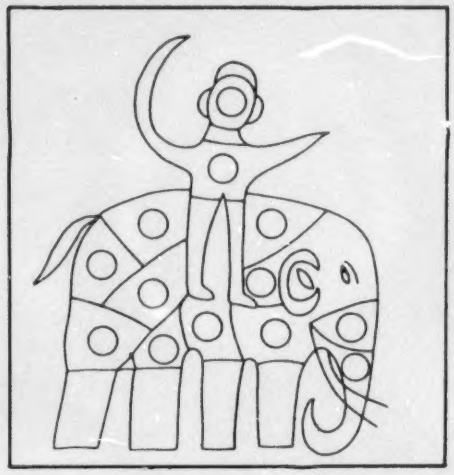
Ka -shi nad ka -da -ki po - ne chin-na ma - ma
Kah-shee nah-deh kuh-duh-kee po - nay chin-nah mah- mah
Ka -sak rund kur-vi van -ga -ne chin-na ma - ma
Kah-suh-keh run-deh kur-vee vahn-guh-nay chin-nah mah- mah
Arth karth a -da -pa -le po- te chin-na ma - ma
Ar -teh kar-teh ah-deh-puh-lay po- tay chin-nah mah- mah
Torand pa -tha parand po-chi chin-na ma - ma
Tren-deh pah-tah pah-rahn-deh po-chee chin-nah mah- mah

I went to a shop in Benares,
little uncle
I bought two birds for a coin,
little uncle
I cut them up and put them in to cook,
little uncle
When I opened the pot they'd flown,
little uncle.

5) JODHPURS AREN'T BY JORDACHE

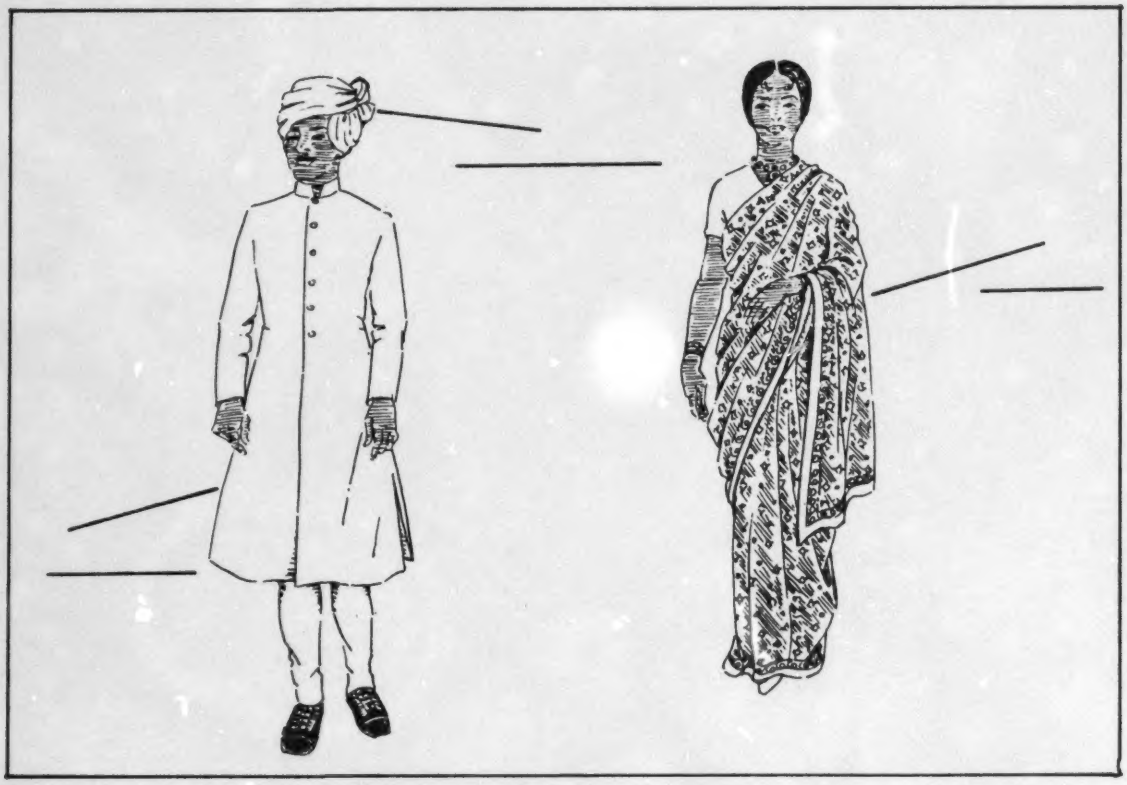
Some clothes common to India are known by name in the West. Years ago in our country mid-thigh length coats with a collar worn straight up were the fad. These were known as Nehru jackets. Today another kind of fashion from India, the kurta, is frequently seen in the West.

Below and on the next page are several illustrations of Indian attire. The names of the items are printed below. Try to match the words with the articles of clothing. Some you may know. Others you might be able to guess. If you have some difficulty you might need to consult an unabridged dictionary.



Shisha (mirror-work) embroidery

chapals	tarboosh	jodhpurs	choga
sari	kurta	choli	puggaree



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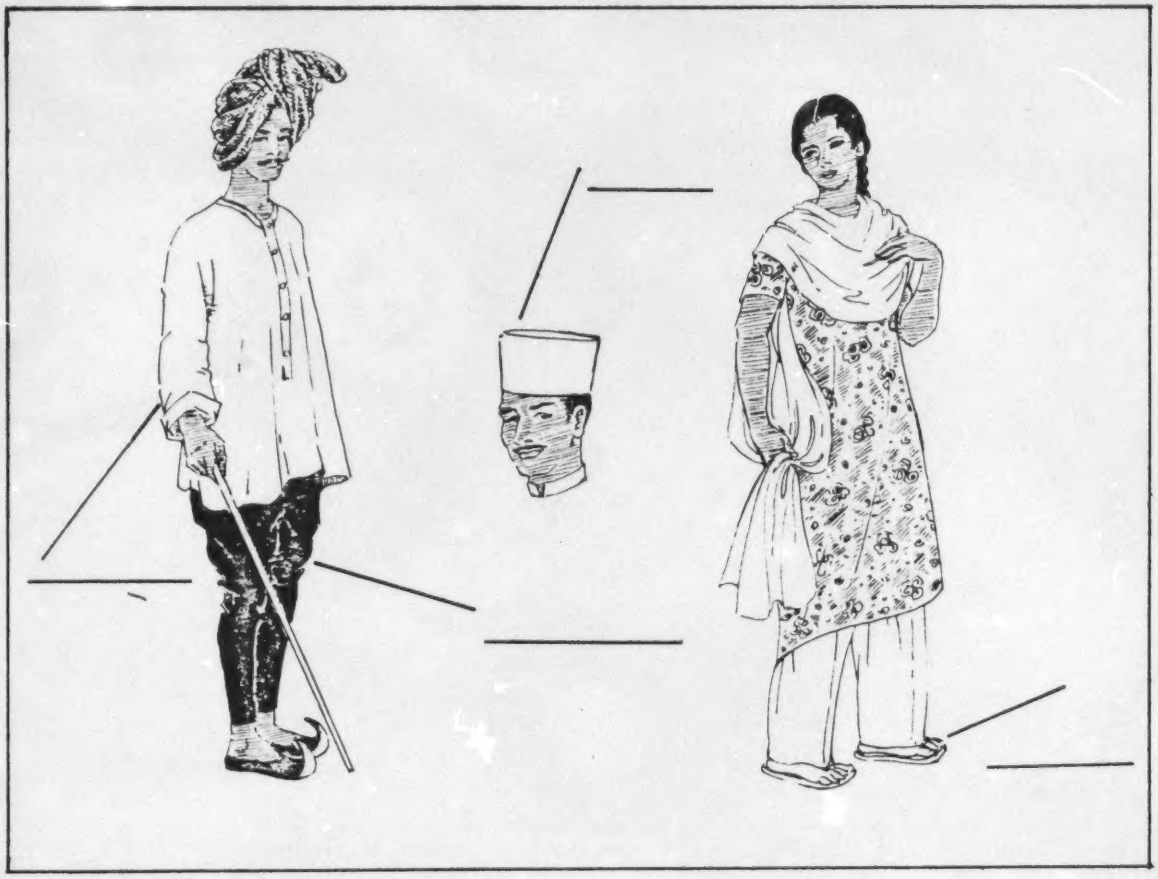


6) PRACTICE MAKES PERFECT

On the following pages you might be lucky enough to find your name written in Hindi. The name of the script it is written in is Devanagri. This was explained in the first section of the booklet. If you can't find your first name, perhaps your second name is listed. If neither are given then you might want to adopt a new name for this exercise. After you have found your name or chosen another, practice writing it. Keep practicing your name. You might want to make a sign for your door or labels for your books.

GIRL'S NAMES

TRANSLITERATED INTO DEVANAGRI SCRIPT

ABBY	ऐबी	DEBBIE	डैबी	JENNIFER	जेनफ़र
ADRIENNE	एड्रियन	DEBORAH	डैब्रा	JENNY	जैनी
ALISON	ऐलिसन	DENISE	डनीस	JESSICA	जैसका
AMY	एमी	DIANE	डाईऐन	JILL	जिल
ANDREA	ऐन्ड्रिया	DONNA	डाना	JOAN	जोन
ANGELA	ऐन्जला	EILEEN	आईलीन	JO ANN	जोऐन
ANITA	अनीटा	ELIZABETH	ईलिज़बेथ	JODI	जोडी
ANN	ऐन	ELLEN	एलन	JOY	जोईय
ANNEMARIE	ऐनमरी	ERICA	एरका	JOYCE	जोईस
BARBARA	बारबारा	ERIN	एरन	JUDY	जूडी
BECKY	बेकी	FAYE	फ़े	JULIE	जूली
BETH	बेथ	GAIL	गेयल	KAREN	करन
BETTY	बेटी	GINA	जीना	KATHY	कैथी
BEVERLY	बेवरली	HEATHER	हेथर	KAY	के य
BONNIE	बानी	HEIDI	हाईडी	KELLY	केली
BRENDA	ब्रेंडा	HOLLY	हाली	KIM	किम
CAROL	कैरल	HOPE	होप	KRIS	क्रिस
CAROLYN	कैरलिन	JACKIE	जैकी	LESLIE	लेज़्ली
CARRIE	कैरी	JACQUELINE	जैक्लन	LINDA	लिन्डा
CHERYL	शेरल	JAMI	जेमी	LISA	लीसा
CINDY	सिन्डी	JAN	जैन	LORI	लौरी
COLLEEN	कोलीन	JANE	जेन	LYNN	लिन
CONNIE	कानी	JANET	जैनट	MANDY	मैन्डी
DAWN	डौन	JEAN	जीन	MARCIA	मार्शा

MARGARET	मारग्रेट
MARILYN	मेरलिन
MARY	मेरी
MAUREEN	मोरीन
MEG	मेग
MELANIE	मेलनी
MELISSA	मलिसा
MELODY	मेलोडी
MICHELLE	मश्येल
MISSY	मिसी
MOLLY	माली
MONICA	मानिका
NANCY	नैंसी
NICOLE	निकोल
NIKI	निकी
PAM	पैम
PATTY	पैटी
PEGGY	पैगी
PRISCILLA	प्रिसिला
REBECCA	रबैका
RENEE	रने
ROBIN	राबिन
RUTH	रूथ
SALLY	सैली
SANDRA	सैंड्रा
SANDY	सैंडी
SARA	सैरा
SHANNON	शैनन
SHARON	शेरन
SHEILA	शीला
SHELLY	शेली
SHERRI	शेरी
SHIRLEY	श्यर्ली
STACEY	स्टेसी
STEPHANIE	स्टैफ़नी
SUSAN	सूज़न
TAMI	टैमी
TANYA	टान्या
TERI	टेरी
THERESA	टरीसा
TORI	टोरी
TRACEY	ट्रेसी
VALERIE	वालरी
VICKY	विकी
VICTORIA	विकटोरिया
VIRGINIA	वरजिन्या
WENDY	वेंडी

ADDITIONAL NAMES

BETSY	बेटसी
CATHERINE	कैथरन
CRYSTAL	क्रिस्टल
DANA	डैना
KATHLEEN	कैथलीन
RACHEL	रेचल
SHAUNA	शौना
TIFFANY	टिफ़नी
TINA	टीना
TONI	टोनी
APRIL	एप्रिल
MIA	मीअ
JOANNA	जोऐना
CHRISTINE	क्रिस्टीन

BOYS' NAMES

TRANSLITERATED INTO DEVANAGRI SCRIPT

AARON	एरन	DALE	डेयल	JASON	जेसन
ADAM	ऐडम	DAMON	डेमन	JAY	जेय
ALAN	ऐलन	DAN	डैन	JEFF	जेफ़
ANDREW	ऐंड्रू	DARIN	डैरन	JEFFREY	जेफ़्री
ANDY	ऐंड्री	DARYL	डैरल	JEREMY	जेरमी
ART	आर्ट	DAVID	डेविड	JERRY	जेरी
BART	बार्ट	DEAN	डीन	JIM	जिम
BILL	बिल	DENNIS	डेनस	JODY	जोड्री
BOB	बाब	DEREK	डेरिक	JOE	जो
BRAD	ब्रैड	DICK	डिक	JOEL	जोअल
BRENT	ब्रेंट	DON	डान	JOHN	जान
BRETT	ब्रेट	DOUGLAS	डगलस	JOSH	जाश
BRIAN	ब्राईन	DUANE	डुएन	KEITH	कीथ
BRUCE	ब्रूस	ED	एड	KEN	केन
CARL	कारल	ERIC	एरिक	KENT	केंट
CHAD	छैड	FRED	फ़्रेड	KERRY	केरी
CHARLES	छार्ल्ज़	FRITZ	फ़्रिज़	KEVIN	केवन
CHRIS	क्रिस	GARY	गैरी	KIRK	कर्क
CHRISTOPHER	क्रिस्टफ़र	GENE	जीन	KURT	कर्ट
CHUCK	छक	GEORGE	जोर्ज	LANCE	लैंस
CLAY	क्लेय	GRANT	ग्रैंट	LARRY	लैरी
CLIFFORD	क्लिफ़र्ड	GREG	ग्रैग	LEE	ली
CORY	कोरी	JACK	जैक	LUCAS	लूकस
CRAIG	क्रेग	JAMES	जेम्ज़	LUKE	लूक

MARK	मार्क
MATT	मैट
MATTHEW	मैट्यू
MICHAEL	माईकल
MICKEY	मिकी
MIKE	माईक
NATHAN	नेथन
NATHANIAL	नथैन्यल
NEIL	नीयल
NICHOLAS	निकोलस
NICK	निक
NORMAN	नोर्मन
PAT	पैट
PATRICK	पैट्रिक
PAUL	पौल
PETER	पीटर
PHILLIP	फ़िलप
RANDY	रैंडी
RICH	रिछ
RICK	रिक
ROBERT	राबर्ट
RODNEY	राइनी
ROGER	राजर
RON	रान
RYAN	राईयन
SAM	सैम
SCOTT	स्काट
SEAN	शौन
STAN	स्टैन
STEVE	स्टीव
TED	टैड
TERRY	टैरी
THAD	थैड
TIM	तिम
TOD	टाड
TOM	टाम
TONY	टोनी
TRENT	ट्रैन्ट
TROY	ट्रोईय
WAYNE	वैन
WILLIAM	विलयम
ZACHARY	ज़ैकरी

ADDITIONAL NAMES

AL	ऐल
ALEX	ऐलक्स
BARRIE	बेरी
CASEY	केसी
CHET	चैट
CLARK	क्लार्क
DANA	डेना
DREW	ड्रू
LANE	लैन
LOUIE	लूई
WALLY	वाली
WALTER	वाल्टर
ROB	राब

7) NONSENSE POEMS

Children in all lands love to chant little ditties, rhyming lines. Some make no sense at all. Some make some sense, but are mostly fun because of the cadence or the rhyme itself. Take, for example, the rhyme which is familiar to many English-speaking children:

Hey diddle-diddle, the cat and the fiddle,
The cow jumped over the moon.
The little dog laughed to see such sport,
And the dish ran away with the spoon.

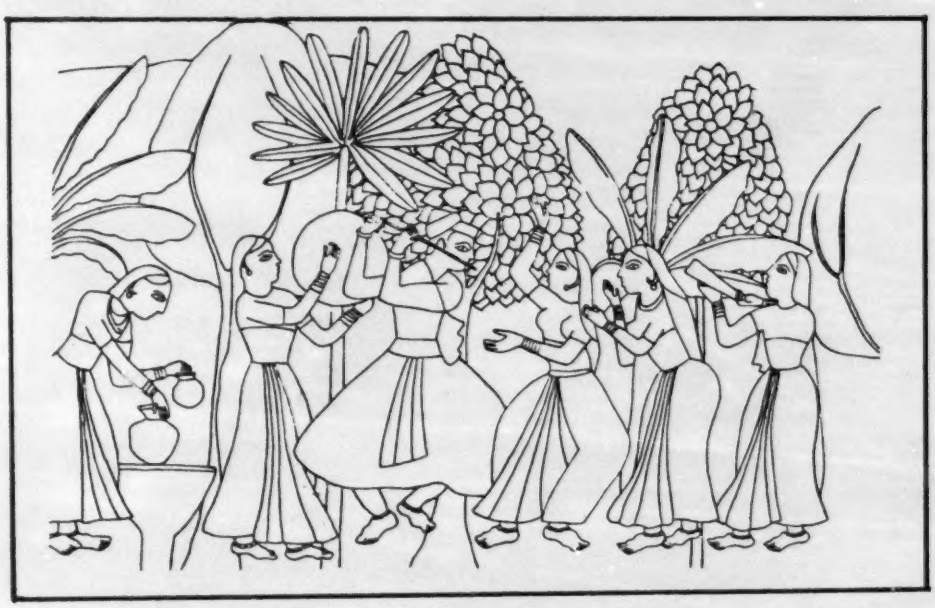
It doesn't make a lot of sense, but a young child will parrot it, clapping and swaying or chanting along with others.

Here's another, not so well known, but an excellent example of a nonsense poem, found years ago on a cereal box and committed to memory, still to be recalled with a chuckle of pleasure by the child grown now to adulthood.

Zelda had a nectarine
Corduroy kidney bean
Bangles in a submarine
So where's your combat boots?

There's an abrupt ending to this in addition to the swinging nonsense of the rhyme. So it stops short and the child bursts out with laughter.

Below is a Hindi nonsense poem, chanted by a little girl many years ago, but recalled again for the purpose of this exercise. It has an abrupt ending too.



मोटू सेठ सड़क पर लेट
गाड़ी आई फंट गया पेट
गाड़ी का नम्बर 28
गाड़ी गई इन्डिया गेट
इन्डिया गेट से आई आवाज़
हिन्दुस्तान ज़िन्दाबाद !

Well, unless you read Hindi, the above nonsense poem remains a total mystery for many reasons. Below you will find a (loose) translation plus a transliterated form so you can teach a child (some children) this lilting limerick.

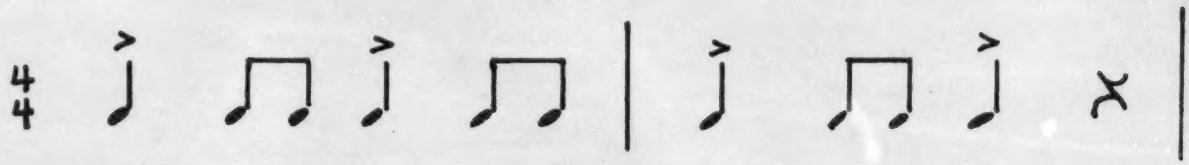
Fat merchant lay in the street
A car came along, and the two did meet,
The car's number was twenty-eight.
The car drove on to India Gate.
From India Gate rose a voice anon,
Long Live Hindustan.

In India, merchants often sit out in front of their stalls by a narrow street or gully. India Gate is a great arch at one end of an avenue leading to the parliament house in New Delhi (the capital). Hindustan is another name for India and means: place of the Hindus.

On the next page is the Fat Merchant rhyme spelled out in Roman letters. The rhythm of each line is given in musical notation. Accented syllables are given in CAPITAL letters. Rests are shown by musical rests.

Try your hand at the sound of it.

Follow this basic rhythm for each line:



MO	-	too	SATE	𝄾	suh	-	RUK	pur	! ATE
GAH	-	ree	AH	-	ee	𝄾	PUTT	gy- ah	PATE
GAH	-	ree kuh	NUM	-	bur_____		TWEN	- tee	EIGHT
GAH	-	ree	GY	-	ee _____		IN	- dee-yuh	GATE
IN	-	dee-yuh	GATE		say _____		AH	- ee uh -	VAHZ
HIN	-	doo -	STAN		𝄽		ZIN	- duh -	BAHD!

N.B. 𝄾 = eighth note rest

𝄽 = quarter note rest

28.

TOPIC LANGUAGE

ACTIVITY SIMULATION: HOW CAN WE COMMUNICATE?

Divide the class into groups with four or five people in each group (one group should be larger and have six or seven persons in it. The reason will be apparent later). Instruct groups that they will have a series of tasks to complete. These tasks can take as many sessions as are necessary to get through the entire simulation. The age of students and the amount of time available will obviously affect how much can be completed. So, structure the tasks in your own schedule as you see fit.

With smaller children you may want to instruct them to complete only one task per session; intermediate level children may be able to complete several tasks at one session; junior high and older students may be able to complete the entire simulation in one gathering.

Task 1: Name Your Group

The group should decide on a name for itself; that name will also be the root name of its language. An example might be the Typo group who speak Typese. The group should be able to fill in the statement, "We are the _____ people and the language we speak is called _____."

Encourage students to be creative and to use consensus decision-making.

Task 2: Make Up a Code (Language) and Use It

Together the group should make up a simple code by which the people in their group can send messages. (A sample code might be: the letter A = 1, B = 2, etc. Or another code might use other symbols. The letter A might = /// , B = X, C = #, D = $ and so on.) The entire code should be completed and written down. The group can then practice sending short messages to one another within their own

group using the code. A copy of the entire code should be given to the teacher by each group. (In other words, the teacher should have a copy of the code of each group and only the teacher will have all the codes. Each member of the author group will have copies of their own code and none other at this point in the simulation.)

Task 3: Write a Message to Be Sent to Other Groups

The group should now compose a short message (about 25 words). This will be the message they will eventually exchange. When they have decided on the message, it should be encoded, using the self-devised code. One copy of the coded message (when it is finished) should be made for each other group. If there are 5 other groups, there should be 5 copies of the coded message to distribute later.

Task 4: Decode

Encoded messages are then distributed one to each group for decoding.

STOP! At this point in time the teacher should announce that the codes will be made available (for the teacher has the master code of each group) but that there is an important rule first. ALL MESSAGES MUST BE DECODED BY THE END OF THREE MINUTES! If there are groans and complaints, the teacher may say, "Well, would you like to have the messages given to you in English - straight out, with no need to decode?"

There will be varying responses. Some who think the idea is a bit strange, may say, "O.K. Give it to us in English. Then it's all over and there's nothing to do." Others who might enjoy the idea of a secret code, will say something like, "What's the point of doing all this if the message comes to you in English anyway? This is no fun."

Discuss briefly with the class which they would rather do, decode the message or just read them in English? More importantly, ask them WHY they want to do what they want to do.

Brainstorm for a few minutes about the advantages of getting the communiques in English (immediately understood; can easily communicate back; it's something all of us know in this room) and in the code languages of the individual groups (more fun; interesting; languages owned by us and distinctive to our group; they have an investment in it since their groups spent time on developing the codes; etc.).

After this discussion, let students know that in reality, they will have more than three minutes to decode. More than likely, they will elect then to use the codes to decode the messages rather then simply to get them in English. Make the code schemes available. Each group gets a coded message from each other group; therefore, each group should get a code key from the teacher for each of the codes. If there is time, let groups return a message in their own code.

CULMINATING DISCUSSION

Elicit from the students their feelings about having a language of their own and about using it all the time. Indicate that in India there are fourteen official languages recognized in the original Constitution and that English

is still used a great deal for official business. Ask the students if they think English should be the official language or if Hindi should be the official language because it is spoken by more people than any other language in India. Point out here that the largest group in the classroom has its own code and that perhaps the class should then have used the code of the largest group, and no one else's. There will be varying responses to this kind of thinking. Give time for discussion if any is forthcoming.

If the class decides that English should be the official language of India, tell them that only about 2% of the people in India read and write English and that English is not an Indian language, that it came from another country a long time ago. Elicit conversation.

If the class decides that Hindi might be the official language of India, lead them to talking about what to do so that the people of the South or other non-Hindi-speaking areas will feel that they have been considered in the decision. Question: How would you feel if someone told you that you had to fill out all documents, birth certificates, driver's licenses, applications for jobs and so forth in Chinese, for example? You don't speak Chinese, can't read Chinese. What kinds of feelings would you have if this were a law and must be done? How would you cope? Would you hire someone to do those things for you? What if you were poor? Would you try to learn Chinese?

The point of this simulation is not necessarily to come to a firm conclusion about any of the problems which are raised. It is to demonstrate to students the problems which a multi-lingual nation such as India has in trying to find a satisfactory and useful, efficient means of communication in, for example, official documents, legislative discussions and travel.

Students can use their codes to play other games which the teacher or they may devise. If there is a resource person in the community, they may want to learn a little Hindi from him/her or another Indian language.

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